

**Education Resources**

**Curriculum and Quality Improvement Service**

**Establishment Improvement Plan**

**2017 - 2018**

*Saint Vincent’s Primary*





**Education Resources**

**Curriculum and Quality Improvement Service**

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**Overview of Establishment 3 Year Cycle of Improvement Plan Priorities Sessions: 2017-18, 2018-19, 2019-20**

| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | | |
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| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
| * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | * 1.1 Self Evaluation for self-improvement * 1.2 Leadership for learning * 1.3 Leadership of change * 1.4 Leadership and management of staff * 1.5 Management of resources to promote equity * 2.1 Safeguarding and child protection * 2.2 Curriculum * 2.3 Learning teaching and assessment * 2.4 Personalised support * 2.5 Family learning * 2.6 Transitions * 2.7 Partnership * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Raising attainment and achievement/Securing children’s progress * 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | Transforming Learning and  Teaching |
| Implementing Curriculum for Excellence |
| Meeting the Needs of all Learners’,  GIRFEC and Statutory Duties |
| Skills for Learning, Life and Work |
| Professional Learning |
| Leadership (Change and Improvement) |

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| **Strategic Priorities 3 Year Cycle** | | |
| **2017-18** | **2018-19** | **2019-20** |
| 1. Continue to develop consistency of learning and teaching with a focus on tracking,pace,challenge differentiation and feedback ) 2. Raising attainment in P1-7 Literacy and Science with a focus on closing the gap 3. Audit existing practice in family learning and develop new approaches | 1. As 2017-18 but with focus on Numeracy 2. As 2017-18 but shift to P4-7 focus 3. Audit existing practice and develop a strategic approach to improve wellbeing, equality and inclusion 4. Develop leadership of learning at all levels 5. Transitions (LC priority) | 1. As 2018-19 but with focus on assessment, feedback and engagement. 2. Consolidation of the work done in 2017-19 with an emphasis on evaluating progress over time 3. Implement and embed our approach to improving wellbeing, equality and inclusion 4. Develop approaches to personalised support 5. Skills for Learning, Life and Work (LC priority) |

**Strategic Improvement Planning for Establishment Session: 2017-18**

| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | | **Collaboration and consultation**  (list stakeholders):   * Pupils * Parents/Carers * Staff and partners |
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| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
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| **Strategic Priority** | **PEF** | **Intended Impact** | **Measures of Success** | **Actual Impact** |
| Engage in the development of a series of literacy based methodologies linked to the teaching of science to increase STEM provision and increase literacy and social capital of all pupils and specifically the most vulnerable in our school . |  | Increased staff confidence, improved specialist knowledge to teach all areas of science and literacy more effectively to raise attainment for all and improve the social capital of the most vulnerable . | Monitoring - class visits/observations  Peer Observation  Increased attainment  Pupil Feedback |  |

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| **Strategic Priority** | **PEF** | **Intended Impact** | **Measures of Success** | **Actual Impact** |
| Raising attainment in P1-7 Literacy and science by building on existing good practice and further developing staff confidence in the STEM areas using a PCK (Pedagogical,Content,Knowledge) approach with a focus on closing the gap |  | Increase %of children achieving expected levels in Literacy (all measures)  Narrow the gap for those children in receipt of FME  Increase in levels of professional discussion in relation to attainment and internal moderation activities. | Teacher prediction and judgments (at identified and agreed points throughout the session)  Standardised assessments  Monitoring activity demonstrates higher levels of engagement and motivation e.g. library use increases, higher levels of engagement in class etc…improvement in literacy and social capital of most vulnerable . |  |
| Audit existing practice in family learning to support above and develop new approaches to incorporate the development of creativity . |  | Increased staff awareness of and engagement with the principles of high quality learning and teaching  Identified families are more engaged with the work of the school resulting in positive gains for their children | Staff plan, assess and evaluate family learning opportunities as an integral part of practice  For identified families, improvement is evident with reference to the five key data sets (attendance, attainment, exclusion, engagement, participation  Partners are fully involved . |  |

**Strategic Improvement Planning for Establishment Session:**

**Pupil Equity Fund Overview**

**Allocation: £47,000 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **National Improvement Framework Key Priority**   * Closing the attainment gap between the most and least disadvantaged children.   **Contextual analysis:**  Saint Vincent’s Primary School is a catholic primary school in the Greenhills/Lindsayfield are of East Kilbride. The current roll is 314 over 12 classes. Of our 314 pupils, 134 live in a home within SIMD 3/5 and 43 children are in receipt of Free School Meals. These children are present in all stages and classes although there is a higher proportion of children who require material , social and emotional support in this year’s P3 ,P4 and P7classes. We know anecdotally that at least another ten children are entitled to Free School Meals but choose not to claim them. In addition, we are aware as a school that around 10 children although technically living within SIMD 9and10 are in fact living in relatively challenging circumstances with other significant factors contributing to a gap in attainment. At least Therefore, our analysis uses intelligence beyond raw data and we encourage an individualized approach to identifying children who will be the focus of our Pupil Equity Fund Interventions.  In terms of **the attainment gap**, children are less likely to meet expected CfE levels within this group across every category but there are notable exceptions of children performing very well. Whilst we are performing well compared to SLC and National averages a careful analysis of figures shows that the majority of children in receipt of free school meals are significantly underperforming, with some of the biggest gaps identified at the Primary three and four stages in both literacy and numeracy. Our efforts this year will be to close this gap by initially 10%.  We plan to target this gap through our **Raising Attainment and Learning and Teaching** priorities by engaging in a knowledge rich literacy project with Strathclyde University where staff will be trained in a series of literacy based methodologies linked to science, intended to improve the literacy and social capital of the most vulnerable in our school while also providing enriching and engaging opportunities for all children throughout the school.  In keeping with the adage that the “rising tide lifts all boats” we intend to raise attainment for all and to start by building on the existing good practice in Science as recognized by the school’s success in the Rolls Royce Science prize. Evidence suggests that engagement in learning is less evident within some of the children affected by poverty and our project will address some of the issues faced by children who are challenged by barriers to learning specifically related to poverty when they do try to engage with more academic content or transfer to a more academic environment. We will be targeting this gap through our Learning and Teaching priority and the SMT will be using engagement of this group as a measure when carrying out classroom observations Additionally the P7 classes will be invited to a STEM day at Strathclyde university, This will introduce them to what a University does and hopefully make them believe that University is a possibility for them and they should aspire to it.  Furthermore we will develop the existing good work in Creativity by engaging with Hidden Giants to provide stimulating contexts for learning so that all pupils experience success and are enabled to think outside of the box. In tandem with this approach we will address specific individual needs by providing additional resources to promote literacy across the school. Staff training is a key component of this approach. The intention is that staff will be able to approach STEM E’s and O’s with confidence, improved specialist knowledge and strategies to teach all areas very effectively and for support staff to further develop skills in supporting the teaching of numeracy .  .    **In terms of** **other measure of the gap;**  The provision of a breakfast club available to all with free access for pupils with FME has been piloted between May and June 2017 with increasing uptake from pupils in this category resulting in more frequent attendance at school and less frequent late comings .It is intended to continue this into next session. Individual teachers keep a track of engagement in after school clubs and activities and it is noted that only 50% of FME children across the school engage in regular out of school learning compared to nearly 80% of those who are not within this category. We plan to target these gaps through our **Family Learning** priority and also to provide more lunchtime and after school clubs which will involve bespoke planning for individuals and specific stages of the school and working with partners from beyond the school.  Our consultation with parents has further confirmed our intention in this regard and has underlined the need to address strategies to further develop resilience and focus on the promotion of positive mental health. It is intended to use some funding to address and further develop existing practice in this area.  A separate paper is available giving details of attainment data around the gap and this will also be published in our forthcoming Standards and Quality Report for 16/17. |
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**Strategic Improvement Planning for Establishment Session:**

**Pupil Equity Fund Overview**

**Allocation: £ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Project/Priority  (details of what you are doing and who you are targeting with additional intervention) | Amount | Details of Spend | How will you provide evidence of impact? |
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**Operational Improvement Planning (Action Plan) for Establishment: Session: 2017-18**

**Strategic Priority 1:** Evaluate and improve consistency of learning and teaching in P1-7 Literacy by engaging in the development of a series of literacy based methodologies

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| **Key Actions (How)** | **\*Lead Person** | **\*Timescale** | **\*Comments** |
| Revisit Literacy and Numeracy pathways to ensure a consistent approach to planning which is relevant and ensures progression |  | August – May (Regular review points) |  |
| **Key Actions (How)** | **\*Lead Person** | **\*Timescale** | **\*Comments** |
| Develop staff understanding of Literacy and Numeracy benchmarks  Plan Literacy and Numeracy taking account of benchmarks  Provide opportunities for professional dialogue which take full account of the benchmarks  Increase parent/carer awareness of the benchmarks (workshops, information leaflets, pupil presentation at parents’ evening)  Increase pupil awareness of the benchmarks making clear links to Literacy and Numeracy targets | SMT and nominated members of the Learning and Teaching WP | On going from previous session but revisit in August- September 2017.  At key planning points throughout the session.  At planning feedback meetings throughout the session and at moderation meetings  Initial information – Sept 17  Pupil presentation -Nov parents’ evening  Throughout the session |  |
| Monitor learning and teaching through activities identified in the Monitoring Calendar e.g. class visits, peer visits, learner discussions etc. The focus will be on consistency of approach | SMT, class teachers (peer visits), identified pupil groups | Throughout the session in line with the Monitoring Calendar |  |
| Develop staff understanding of the principles of quality tracking and monitoring using the SLC Guidance Note  Audit existing tracking and monitoring approaches using the SLC audit tool and reflect on changes required to current system  Adopt SLC tracking and monitoring tool | SMT  Whole staff led by SMT  HT and members of the Tracking and Monitoring WP | August 2017 inset  August 2017 inset  August 2017 – continuing throughout the session |  |
| **Key Actions (How)** | **\*Lead Person** | **\*Timescale** | **\*Comments** |
| Analyse tracking and monitoring data at regular and agreed points throughout the session with a specific focus on the extent to which cohorts are making progress over time and any barriers to progress are identified and addressed | SMT and staff | At planning feedback meetings throughout the session and at moderation meetings |  |

**Establishment Maintenance Improvement Planning Session:**

| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | | |
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| **Key Actions (from previous plans)** |
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